

EVEL
ONE

Property of
Graduate Theological Union

APR 8 1986

Christian Education Magazine



WESLEYAN'S CONTRIBUTION TO CHINA

MARCH, 1930

**BOARD OF EDUCATION, METHODIST
EPISCOPAL CHURCH, SOUTH**



THE INNER COURT, WHITWORTH COLLEGE

Christian Education Magazine

PUBLISHED QUARTERLY BY THE BOARD OF EDUCATION, METHODIST
EPISCOPAL CHURCH, SOUTH, NASHVILLE, TENNESSEE.

Entered as second-class matter at the post office at Nashville, Tennessee,
under the act of August 24, 1912.

Volume ~~XV~~

MARCH, 1930

Number 1

Methodism and Her Schools

FROM its beginning American Methodism has believed in education. It is the oldest of the benevolent activities of the Church, dating from the time of Coke and Asbury. From the ill-fated Cokesbury College, we have come to a day when Methodism can point to a system of higher education which ranks with the best in the country. This great advance has not been made without heroic struggle and sacrifice.

It is not our purpose, however, to write a history of Methodist education, for a history of our educational activities would largely be a history of the Church. The Church in the past has wrought well and in so doing has brought us into a goodly heritage, educationally speaking. But what of the future? At no time in the entire history of the Church has the educational situation been more critical.

In the territory now occupied by the Methodist Episcopal Church, South, one hundred and twenty-nine colleges and one hundred and fifty-three secondary schools have either been abandoned or merged with other institutions. Each year sees one or more institutions pass out of existence. It is true some of these have served their day of usefulness, but it is equally true that some of these institutions were sorely needed by the Church. Further, there are other institutions located in strategic places which will close unless financial help is speedily given to them. Each year sees the line grow shorter.

Have we not reached the point where the Church must say she will maintain at any cost a sufficient number of educational institutions to meet her needs? There are those who say that

Christian Education Magazine

the Church will be compelled to abandon the field of higher education as she has done in the elementary field and largely in the field of secondary education. If this be true, which we do not for one moment believe, the Church has then suffered an irreparable loss.

In view of the critical situation which we face, we feel that the attention of the entire Church should be called to the urgent financial needs of our educational institutions. We believe that the approaching General Conference will have before it no more vital question than that of providing a plan to finance adequately our educational interests.

Although our general educational assessments have had only a slight increase since 1910, the activities of the Board have increased several fold. Since that time the Church has launched a program to reach the fifty thousand Methodist boys and girls in our State institutions, has aided in opening departments of religious education in practically all of our institutions, has taken over the work of the Pastors' Schools, has greatly enlarged its program of ministerial training, has inaugurated a plan of college visitation to all of our colleges and to private and state institutions in our territory, and is making a determined effort to bring the needs of our colleges and universities to our Church membership by means of a thoroughgoing program of promotion and publicity.

It is also evident that financial assistance must be given from the Church at large to certain of our institutions which occupy strategic positions, if Methodism is to meet her educational responsibility. Unless we are able to give almost immediate aid to some of these institutions their doors will close and more than one State will be without a standard Methodist college. Therefore, a fund should be provided for this purpose; for without such a fund several of our institutions, which should live, will be compelled to close their doors within the next quadrennium.

Your attention is called to the article by Dr. Sherman in this issue of the MAGAZINE on "Financing Our Educational Work." This article clearly sets forth the needs of our educational institutions and suggests plans whereby these needs can be met. The article merits a careful reading, and we believe that the Church in some way will meet the challenge which comes to her from the present educational situation.

ROBERT H. RUFF.

Financing Our Educational Work

BY H. H. SHERMAN

AS the General Conference approaches it becomes necessary to study carefully the needs of the several departments of the Church, so that wise, constructive plans may be made for the next quadrennium. The embarrassment of the Conference will be not in the failures of its several activities, but in their successes, which call for enlarged programs and increased funds. "Fields white unto the harvest" confront every board and department of the Church. No field is fully occupied or cultivated. Let us devoutly hope and pray that the approaching Conference may have large vision and provide liberal things for our beloved Methodism and the Kingdom.



H. H. SHERMAN

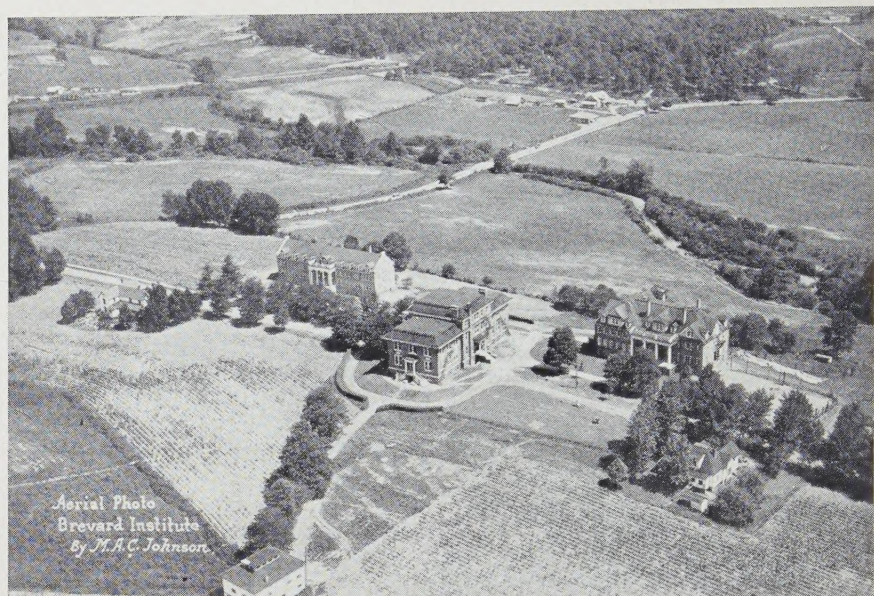
One of the most important questions will be our educational work as it is carried on in our schools and colleges. What is done for this department of the Church's activities will determine very largely the future of a number of very important institutions as well as the influence and leadership of our Church in the world of to-day and to-morrow. This involves vitally the question of ministerial training, our theological seminaries, and religious education in both Church and State schools.

In recent years, especially during the quadrennium just closing, the work of the General Conference Board of Education has been greatly enlarged to meet urgent needs. Ten

years ago we had no Pastors' Schools, and now we have sixteen with an attendance of about 2,000 students in 1929, and about 3,000 credits toward Pastors' School diplomas; then we had no student work at State colleges and universities, while now we have some thirty student pastors and teachers, largely supported by the General Board; there was no college visitation, whereas now one man gives full time to this work and one other part time, visiting about seventy-five schools for two or three days each year; no financial help was being given to strengthen and establish departments of religious education in our Church colleges, while now we are helping to finance sixteen of these departments, to which we appropriate \$20,000, and could use wisely \$20,000 more if we had it; there was no Promotion and Publicity Department, whereas now a full-time secretary is employed for this work.

These and other new activities have not been taken up just for the sake of enlarging a Board's work, but under the compulsion of urgent needs and demands. Without them, as a Church, we would lose our place in the front ranks of the Christian world. This growing work calls for increased funds, which are not only the sinews of war, but are the lifeblood of peace time activities.

The revenues of the Board of Education have not kept pace with the growth of its work. Many people will be amazed to learn that while in 1913 the General Conference Board of Education had an assessment of \$95,000, yielding \$65,500, which was equal in purchasing power to \$100,000 of 1929 money, the proceeds of the assessment in 1929 was



BREVARD FROM THE AIR

only \$84,000, or \$16,000 less than the actual value of the 1913 assessment. Other Boards have fared better, and we are glad that they have had more money for their work. We refer to the facts in a comparative way, not by way of objecting to their allowances, but with the hope that similar provision may be made for the work of the Board of Education. We want the Church and the General Conference to see the several departments of the Church's work relatively, and provide for all alike proportionately.

The General Sunday School Board, for example, received for its work in 1921, \$104,582, and in 1929, \$218,000, which is an increase of 109%; the Board of Education received in 1921, \$78,990, and in 1929, \$84,040, an increase of 6%; the theological seminaries at Atlanta and Dallas both together received in 1921 from the assessment, \$61,368, and in 1929 only \$52,039, which is a decrease of 15%.

Some Boards have other sources of income besides the assessment. The Sunday School Board receives large amounts from the Publishing House, Sunday School Day offerings, and monthly missionary offerings. The Board of Missions receives large funds from the Sunday schools and the Epworth Leagues, and about three quarters of a million dollars from the Maintenance Special. If it be said that special campaigns and donations bring funds for education, it must be remembered that these all go to individual schools and colleges. Nothing comes from this source to the General Board for its work. It is dependent entirely upon the General Conference assessment.

It has been said that Education receives \$5,000,000 per year for its work. The only sense in which this is true is that during the last eight years the total assets of our educational institutions, including plant, equipment, and endowment have in-

Christian Education Magazine

creased on an average of about \$5,000,000 per year, but this increase is due largely to the Candler millions at Emory, a substantial part of the Duke millions, several millions from the New York Board given to a number of our colleges, the \$8,000,000 of the Christian Education Movement, and the proceeds of special campaigns. These amounts are not for current expenses, but are for building and endowment, and have been absolutely necessary to meet the increased expenses of education in these postwar times. Higher standards have to be met, larger salaries paid, better libraries and laboratories provided, and a general increase in equipment.

Some of the Boards out of current receipts are building up endowments for their work, while the Board of Education with only a slight increase in two quadrenniums does not receive enough to take care of growing needs in current expenses. Should it be the policy of the General Conference to make assessments large enough for some Boards to accumulate endowments? Is this wise? Ought not all funds raised by this

method be used for current expenses only? Especially may it be asked, should some Boards have assessments and increases sufficient to accumulate endowments while other Boards are denied increases greatly needed for current expenses?

The distressing need of better provision for ministerial training is well known. It only has to be called to our attention by way of reminder. No increase has been made for our theological schools in three quadrenniums. Please note again that the decrease in the purchasing power of the dollar since 1914, and the decrease of \$9,000 in proceeds of this assessment result in an actual decrease of about 50% for our schools of theology since 1914. Can Southern Methodism continue such a policy without disastrous results?

There is one other very important item. We have a half-dozen or more colleges well located for service in important areas that are making heroic efforts to become firmly established. They are in a life-and-death struggle. They serve territory not strong enough to bear the entire educational burden. They are in



ODELL MUSIC BUILDING, GREENSBORO COLLEGE

Christian Education Magazine

semi-missionary, border territory. They need help and encouragement just as local Churches under similar conditions need help from the Church Extension Board. But the General Board of Education has no funds with which to help as the Church Extension Board has. If we had \$50,000 to \$100,000 per year for this purpose, we could save these schools to our Methodism and the Kingdom.

For example, \$10,000 per year for the next quadrennium given to each of several colleges on a one to four proposition, would practically assure their future. Is it not the duty of the entire Church to help save them, just as it is the duty of the entire Church to help save a local church building with Church Extension money? Can we leave these schools to struggle and finally die?

Is it not just as serious to let these colleges die here in the home field as it would be in the foreign field? Is it not just as disastrous to withdraw a Christian faculty from work in the homeland for lack of funds as to call home missionaries from the foreign field? If it be true, as is generally recognized, that the greatest foreign missionary problem the Church has is to Christianize America, is there any greater responsibility resting upon the Church than the saving of these institutions?

There is a total indebtedness of \$5,500,000 on our schools and colleges. It is crushing the life out of some of them. Let it be noted that it is about four times as large as the debt of the Board of Missions four years ago. There are 50,000 Methodist students in State institutions who need pastoral care and religious instruction, and 33,000 more in our own schools. Forty cents per member will provide fairly well for both Annual and General Conference educational needs. This is a small amount

for a great rich Church to pay to one of its major interests.

Let it be repeated with all possible emphasis that our educational work in many places is in a very serious and critical condition. What the General Conference does for our schools and colleges will determine the fate of many of them as well as the future of the Church in all its work. There are three possible courses:

(1) Provide the necessary financial support through regular, dependable channels, such as the assessments; (2) conduct special financial campaigns and drives from time to time, world without end; (3) allow many institutions that ought to live to languish and die.

Which course shall we choose? Will not the General Conference face frankly these stern facts and realize the inescapable consequences of failure to meet adequately the present educational situation?

"THE Church may say, 'Education is no longer in our hands'; the State may say, 'On all religious matters we are silent.' Thus millions will grow up—are actually growing up in America to-day—without any genuinely religious training. It is time, therefore, for the Church and the school to co-operate."—*William H. P. Faunce, late President Brown University.*

"OUR colleges must teach not only science, but character. We must maintain a stronger, finer grasp on the principle declared in the Psalms of David and re-echoed in the Proverbs by his son, Solomon, that 'the fear of the Lord is the beginning of wisdom.'"—*Ex-President Coolidge.*

The Future Task of the Church in Education

BY FRANK W. PADELFORD

FROM the beginning, the Christian Church has been keenly interested in the work of Christian education, and up until a few genera-

tions ago practically all the education was given by the Church.

The first education in America was under the auspices of the Church. It was some time after the establishment of the colonies before the civil authorities undertook any serious responsibility for

education, but gradually elementary education passed out of the hands of the Church into the hands of the State. The Church then devoted itself to secondary education and established a large system of Christian academies. The system of public high schools is a product of the last sixty years, but gradually as the State has developed the high school system the Church has been withdrawing from this field of secondary education. Until after 1870 practically all of the college education in America was also given by the Church. Up until the nineteenth century only one college was established in this country under other auspices than that of the Church. Of the 114 colleges first founded, 109 were established by the Church. There are to-day something over 420 colleges so founded. The Church, however, no longer holds this field exclusively, because of the very large

development of a system of State universities, the enrollment of which practically equals that in the Church colleges. It is, therefore, a natural question as to whether the Christian Church is to withdraw entirely from the field of education as it has withdrawn from the other fields.

There are several considerations which affect this question. There is first the strong tendency manifest in some sections of the country for colleges as they grow stronger to divest themselves of the control and even of the interest of the Church. This is marked in the North and Northeast, and it is a question whether this same tendency will not manifest itself sooner or later in all parts of the country.

The second consideration relates to the rapid development of the system of junior colleges, which have increased sixty-five per cent in the last two or three years. There are those who believe that within a comparatively few years the junior college will have largely displaced the four-year college of to-day. Whether this



F. W. PADELFORD

DR. FRANK W. PADELFORD has been the Secretary of the Northern Baptist Board of Education since 1913. He is considered one of the outstanding leaders of the nation in the field of denominational education. His address before the Methodist Educational Association at its recent meeting in Memphis is herewith reproduced in part.

Christian Education Magazine

be true or not, there can be no question that the very rapid development of the junior college will seriously affect the status of the old four-year college.

The third consideration affecting this question is the increasing cost of education. The costs have been mounting with rapidity during the last ten years. Fifteen years ago three hundred thousand dollars was regarded as sufficient endowment for an efficient college, but it is no longer sufficient for that purpose. It is a serious question whether, with all the mounting costs of education, the Church will be able to furnish sufficient funds to meet the increased expenditures.

The fourth consideration relates to the constantly rising standards of education. The march is steadily onward. Many Church colleges have found it difficult to meet the rising standards and have faced the question whether it will be possible for them to continue to give an acceptable education. The Christian colleges are bound to face this question seriously because of these considerations and others which might be presented. If the Christian college is to continue, there are certain definite things which it must do. First of all, the Church must think through seriously and frankly the whole situation and determine definitely upon the policy which it will pursue and not permit itself to be driven from pillar to post.

In the second place, the Church must determine how its future program is to be worked out, whether

upon the basis of quality and not quantity. Since the Church cannot give all the college education, it must determine to give only a limited amount of education and give that of a high grade. We may have to do less in order that we may do better. Consolidation may be in the interest of efficiency.

Further, if the Church colleges are to continue, they must build their programs with the conviction that they have a distinctive mission which other institutions are not filling, and they must do a piece of work which others are not doing. The mission of the Church college is very clearly to give an education that is distinctly and emphatically Christian. If they do this, they will hold the field where there is no competition, and if they give this kind of education there will always be sufficient patronage both in students and in funds to enable the strong college to continue. On this basis and this alone the Church colleges can hope to plead successfully for the support which they will require.

"It is a mistake to train young people in all lines of knowledge and give them full college equipment for undertaking the big tasks of life without making sure also that fundamental principles of right and wrong as taught in the Bible have become a part of their equipment. There is a control of forces and motives essential to the management of vast affairs which comes only through an educated conscience."—*James J. Hill.*

"We need not simply education, but Christian education—training that issues in religious convictions and Christian personality. In the more comprehensive sense of the term, the whole problem of the Church is now more clearly seen to be one of education."—*Dr. Robert E. Speer.*

The Millsaps Whitworth Collegiate System

BY D. M. KEY

IN 1858 Whitworth College for young women was founded in the city of Brookhaven. During the more than seventy years that have followed this noble institution has been maintained by the Methodist Church amid changing conditions, having contributed much to the intellectual life and artistic culture of the women of South Mississippi. Many generous gifts of money were made by the Lamptons, Enochs, and Westons and other prominent citizens, and consecrated labors were devoted by many of the great men of the Church in Mississippi. These gifts and labors are bearing fruit in the spiritual and cultural life of Mississippi. As times changed, however, the funds bestowed in the past, as in the case of so many educational institutions of an early day, proved inadequate to carry on the complete program of collegiate education. Various efforts were made to enlist the larger support necessary to a standard program of work. The standardizing agencies had come into being, and it was apparent that without increased resources it was necessary to undertake a more limited program or to achieve only a defective and shoddy result in training.

In the face of such a situation it was clear that there was but one course which was consistent with the



D. M. KEY

ideals of the Church and of Christian education—namely, to undertake to do only so much of the task as could be done solidly and well. Accordingly, in 1925, under the wise presidency of Dr. H. G. Hawkins, Whitworth was made a junior college. It was believed by the board of trustees that in thus using the resources of the college to provide the very best collegiate training for girls, just so far as those resources would go under present conditions, they were true to the generous donors who had given these resources and also that they were making the strongest appeal possible for the funds necessary to provide in the same thorough way for the last two years of the college course.

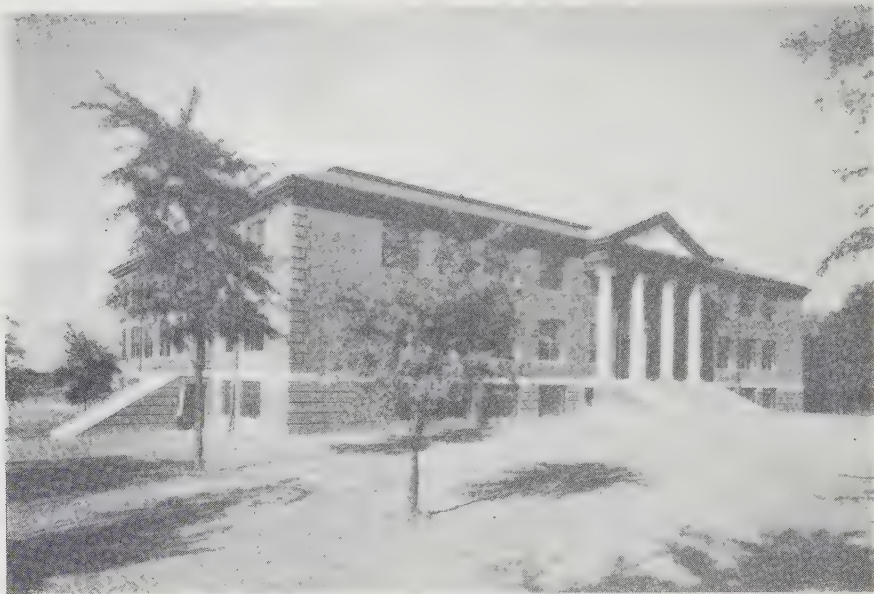
Pending such a development, however, it was realized by some that the Conference already had in existence provision for the completion



G. F. WINFIELD

of the college course by young women in an institution that has always maintained high standards—Millsaps College. Accordingly the Education Commission at the Conference of 1927 recommended that Whitworth be made a *part* of the Millsaps Collegiate System, and by action of the two Conferences this proposal has been approved.

The result has been auspicious. Within three weeks of the Conference action, Whitworth was admitted



NEW SCIENCE BUILDING, MILLSAPS COLLEGE

into the Southern Association of Colleges, thus giving the work done there full and equal recognition. The attendance at Whitworth increased, and the plant is now being fully utilized. As many young women are being trained there as at any time in its history.

Very many of these young women are completing their college training at Millsaps. The administration is using every means and unstinted effort to make, out of these two divisions, physically separated by sixty miles, a single, unified, coherent college course leading to a degree that has gained distinction in Southern education.

The results should not be regarded, however, as a cheap and easy solution of our problems. They constitute the best use we can devise of the limited resources that have been placed in our hands. To continue and maintain the work with the same conscientious fidelity to standards of

what is best in education, two things are necessary—namely, the completion of the endowment of Whitworth up to one hundred thousand dollars, and the erection on Millsaps Campus of a dormitory for girls.

Millsaps College, in order that its endowment and its plant (including the magnificent new Science Building) might be of the largest possible service, assumed the task laid upon it by the Conferences in ordering the merger. Is it too much to ask that the Methodists of this generation make this addition to the contribution of earlier days?

“THE Christian College, rightly equipped and endowed, has the supreme call and the supreme opportunity of the hour.”—*Ex-President W. O. Thompson, Ohio State University.*

What May Our Church Expect from Her Schools

DR. HARVEY W. COX, president of Emory University and retiring president of the Methodist Educational Association, challenged the attention of educational leaders meeting at Memphis, Tenn., February 5 and 6, when in the annual president's message he delivered the opening address on "What May Our Church Reasonably Expect from her Schools?" The Church must look to its colleges not only for educational honesty and spiritual guidance, according to Dr. Cox, but the Church has also a right to look to its educational system to inspire its students with a deeper love and loyalty for the Church; to train students to control wealth for the benefit and happiness of mankind; to educate them to act wisely and honestly in matters affecting the economic, political and moral life of the nation; and to look to the Church itself for financial support of its educational system.

A few of the arresting statements made by Dr. Cox in suggesting some principles which he thought should be considered in the educational policy of church schools, follow:

IN my judgment, intellectual honesty is one of the greatest needs to-day, and any school that yields to the demand for propaganda instead of making a serious effort to present the truth has prostituted its high calling and has failed as an educational institution.

"One of the most serious defects of our educational system to-day is the ten-

dency to adjust our work to the ability of the poorest student.

"A Christian college should be a place for developing Christian character rather than a center for disseminating theological propaganda. It should be Christian not only in its interpretation of the whole field of knowledge and life; but it should be Christian in its spirit and attitude in all of its dealings with faculties, students, and public.

"I do not believe in requiring our faculty members to sign any credal statement. It is far better to secure men who are in sympathy with the plans and purposes of our schools than to employ teachers who are not in harmony and then try to force them into conformity by making them sign confessions of faith.

"In addition to being loyal to Jesus and his teachings, our Church has a right to expect her schools to be loyal to her genius, history, and teachings.

"I see no reason why our schools should not respond to the great need of our Church by offering well-planned courses in the principles of Christian stewardship. This generation was trained to accumulate wealth; we must train the next generation to accumulate character. Service, not accumulation, should be our watchword.

"The American people are bewildered to-day by the rapid, unforeseen changes taking place in the economic, political, and moral life of our nation. There is a great need for clear, honest thinking. This need should call to our school men from the quiet seclusion of their college halls into the busy, excited whirl of life. I do not mean that



DR. H. W. COX

Christian Education Magazine

they should cease to become teachers, but rather that they should become better teachers. Facing conditions as we do to-day, society as a whole, should be educated and stimulated to think clearly and to act wisely and honestly when it has to meet the great issues that are so vital to the welfare of our people and nation.

"Again, I am persuaded that our church should have a right to expect us to look to her for support; support, financial, moral, spiritual. That our schools should look to our Church for financial support is a fact of which I am sure we are all definitely and profoundly convinced. This judgment is not based upon what our Church has done in the past, but upon the demands our Church is making and should have the right to make upon her schools to-day.

"My children look to me for support and I have a right to expect it as long as I do not fail them. I also have the right to look to them for co-operation and obedience as long as they can depend upon me for support. If, however, they were compelled to look to others for support before they reached maturity, I would consider that I had failed to fulfill my responsibility and would no longer have the right to expect loyalty and obedience of them. On the other hand, if my children are never disappointed in receiving the support they have a right to expect of me, then I do not see why I may not reasonably expect co-operation and loyalty from them as long as we live.

"However, it may be well to remember that the mere tagging of a child with your name does not make that child really yours.

"Neither does the tagging of a school with the name of a Church make that school a church school.

A church school, in the fullest sense of the term, is one that depends upon an organized Church not only for its establishment and name, but for its continued existence and success. The only example I know of this kind of church school is found with our friends, the Catholics. They not only establish their schools but also support, maintain and control them. And, I might suggest, they have real church schools.

"Our Church has a right to expect her schools to look to her for financial support. But when they look they must not look in vain, lest they be compelled to look elsewhere, for where their eyes are fixed, where their treasure is, there will their hearts be also.

"The Church should educate, stimulate, and encourage its members to lead on to new moral and spiritual heights. And when these new heights have been gained, the Church, recognizing their value, should fortify and hold them.

"The Church is the greatest force in the world to-day for conserving moral and spiritual values, but it must depend upon her leaders to discover new values. If we are to have leaders, our Church schools must train them; and if our schools are to remain loyal to the Church the Church must provide adequate support for them.

"Our Church expects much of her schools, and has the right to expect much of them as long as they are really her schools. But we must ever remember that it is impossible to make brick without straw."

"No man who has a privilege of rendering service to his fellow man ever makes a sacrifice."—*Booker T. Washington.*

Oklahoma City University

BY J. M. CULBRETH

[Oklahoma City University is the only educational institution under the joint control of the two major Methodisms of America. This project in co-operation, carries with it the prayers and best wishes of Methodists everywhere for its complete success.—Ed.]

THAT dividends of highest value are already coming to the Methodist Episcopal Church, South, from its investment in a partnership with the Methodist Episcopal Church in Ok-

lahoma City University is shown by the work of our Wesley House in Nashville, Tenn. A member of the staff of the latter institution is a graduate of the University in question, of the class of 1926. How Miss Lora Lee Peterson found a position in the South, under the shadow of the headquarters of the Methodist Episcopal Church, South, is a story that might be commonplace enough if it were not for the exciting controversy which attended the forming of the partnership in education between the two divisions of the Methodist Church. Her presence in the Wesley House at Nashville may be taken as a prophecy of fulfillments which will abundantly justify the joint ownership of the University in Oklahoma City.



ADMINISTRATION-FINE ARTS BUILDINGS

other side of the administration building. When this is done, the massive tower in the center of the group will become the focal point of one of the most impressive examples of college architecture to be found in the country. In addition to these buildings, the forty-acre campus holds four others, namely, a handsome new gymnasium of brick and three frame structures which temporarily house the Department of Journalism, the University Press and the Cafeteria. The Library occupies space in the Fine Arts Building, while the Science Laboratories and Art Studios are tucked away in the perfectly lighted rooms under the gabled roof. Every inch of available floor space is thus used to the maximum advantage.

The buildings shown in the accompanying cut are the Administra-

Oklahoma City University at the present stage of its development rep-

Christian Education Magazine

resents an anticipated investment of three million dollars, considerably more than half of which has been subscribed. It is the fruition of long and heroic endeavors to establish a great Christian institution of higher learning in the Southwest. It is the merging, wholly or in part, of four previously existing institutions.

Two of these were solely under the auspices of the Methodist Episcopal Church and the third was attempted as a joint enterprise by the Methodist Episcopal Church, South. It was called Epworth University and was located in Oklahoma City. After seven years this project was abandoned. The Methodist Episcopal Church undertook to establish a school at Guthrie, and the Methodist Episcopal Church, South, turned its attention toward religious work in connection with tax-supported schools. In 1919 the Methodist Episcopal Church decided to remove its school from Guthrie to Oklahoma

City. In 1927 negotiations were begun looking to the joint administration and patronage of the Oklahoma City University by the two Methodisms. The Methodist Episcopal Church, South, agreed to put \$550,000 into the enterprise, of which \$50,000 has been paid, and plans are now under way to raise the balance.

Of the 796 students enrolled in the University, 76 are members of the Methodist Episcopal Church, South, as are two members of the faculty—namely, Prof. Lee Jennings Robison, of the Department of History and Political Science, and Prof. Leon F. Sensabaugh, of the same department. There are twenty-two Ministerial Students, eight of whom are of the Southern Church; five volunteers for missionary service, one of whom belongs to our Church. Of students specializing in Religious Education, the number is equally divided between the two Churches.

That the University of Oklahoma



NEW GYMNASIUM

City is destined to be wisely directed to the achievement of ends distinctively Christian would appear assured from the character of the Board of Trustees.

There are forty-one men on the Board of Trustees of Oklahoma City University. Each has made a pronounced success in his business or profession.

There are the two Methodist bishops of this area; there are financiers, the presidents of great corporations, attorneys, physicians, bankers.

Among the ministers are the pastors of our greatest Churches and the presiding elders and district superintendents.

All are men of great affairs, and they give the best of all their genius and experience to the work of planning and directing the University.

Before the merger was effected five members of the Board were from the Methodist Episcopal Church, South, and two who were from the Methodist Episcopal Church became, by transfer, ministers in our



MISS LORA LEE PETERSON

Church, thus giving us seven representatives on the Board while the University was still solely in the hands of the Methodist Episcopal Church.

Church College Day

CHURCH College Day should have an important place in the calendar of the local Church. Without the hearty co-operation of the pastor, the usefulness of the Church college is severely limited. The Discipline sets forth as one of the duties of the preacher in charge of a circuit, station, or mission "to preach upon the subject of Christian education, and to urge upon parents the importance of educating their children, advising them to patronize, as far as practicable, those institutions under the care of our Church." Church College Day seeks to bring

about a more sympathetic relation and understanding between the local Church and the institutions of higher learning. May we at this time urge upon our pastors the importance of observing this day on one Sunday during the month of May? This number of the CHRISTIAN EDUCATION MAGAZINE contains material which will be helpful in planning your College Day program. Additional literature may be secured from your Board of Education without cost.

Also your Conference College, upon a request from you, will be glad to provide you with a speaker for one of your services.

Character Education

"CHARACTER education is the most important task of the school. It is fundamental to any adequate system of schooling. No amount of emphasis on spelling, writing, chemistry, and French, as such, will necessarily produce boys and girls and men and women of honor and integrity. The school must provide definitely for training in habits of *right living*."

This statement by Frank Cody, superintendent of schools in Detroit, and president of the Department of Superintendence of the National Education Association, introduces the superintendent's view of character education outlined in the January Bulletin of the Department of Elementary School Principals.

"The importance of character education has never been questioned," says Superintendent Cody. "It has been recognized especially during the recent years following the World War. President Hoover's Commission on Law Observance and Enforcement is one of the signs of the times. Another sign is the action of Premier MacDonald in the direction of furthering international peace and understanding. Another is the current emphasis upon the training of children in the pre-school years because of the belief that those years are peculiarly significant in determining the character qualities of later life."

The emphasis which our schools are placing on the development of character is indicated not only in this publication which contains five articles on the subject, but also in the fact that the Department of Superintendence of the National Education Association has selected Character Education as the subject of the 1930 Yearbook.

The schools are undertaking to emphasize the ultimate human values

as well as the knowledge and skills that lead to success in vocational pursuits. "The classic example in this field is the situation in writing," says Superintendent Cody. "We may teach a child to write legibly and quickly. But teaching of writing alone will not insure that that child, as he grows older, will use his ability in such ways as writing a birthday letter of appreciation to his mother rather than as forging his employer's signature on a check. The so-called fundamental tools of the three R's are indeed necessary. Yet, something else is needed, something which will develop in boys and girls the ability to choose well the purposes for which these skills are to be used."

Among the virtues which Superintendent Cody urges that the schools instil are tolerance, friendliness, honesty, and sincerity. The schools are concerned with two main types of such character education. One is the corrective work with those individuals in whom faulty attitudes, wrong purposes, and bad habits have appeared. "The other type of character education," says Superintendent Cody, "is preventive work. This is the original teaching of boys and girls to the end that they will develop right attitudes for worthy purposes and good habits. Teaching character education to unspoiled youth is essentially constructive and positive in its nature."

Mr. Cody points out the co-operation which many other agencies, including the government, the Churches, the Boy Scouts, the Young Men's and Young Women's Christian Associations, the business men's clubs, such as the Rotary and Kiwanis, the Parent-Teacher Association, and social agencies are giving to the schools in the development of character in the youth.

A Personal Letter

[The following is a personal letter sent to each member of the Central College faculty by Bishop W. F. McMurry, President of the College, at the opening of the 1929-30 college year. Although written as a private letter, this communication should have large circulation, as it sets forth in a very striking manner the Christian ideals which our colleges and universities are endeavoring to realize in the field of higher education. Accordingly we have secured permission from Bishop McMurry to print the letter in the CHRISTIAN EDUCATION MAGAZINE.—ED.]

WE are about to take up the work of a new college year, and in the absence of an opportunity, because of a



BISHOP W. F. McMURRY

pressure of duties, to talk matters over with you in person, I am writing this letter.

As you perhaps known, I came to the college as its president five years ago, following the death of Dr. Paul H. Linn, and at the earnest solicitation of the Board of Curators. It was not my purpose to remain longer than a reasonable period in which to secure a permanent suc-

cessor to the late president, who was so suddenly called away.

Since coming, I have become more and more interested in the college, and have undertaken for it a large development program which involved the enlargement of the campus, the construction of new buildings, the reconstruction of others, the increasing of the student body, and the strengthening of the faculty. I have gone on from year to year, and the time convenient to lay it down has not seemed to present itself.

The assignment of my episcopal work has continued in Missouri and Colorado now for the eighth year, thus making it possible for me to serve the college in connection with my regular duties as bishop in the Church.

Many of the ideals which I had in the beginning of my administration have been approximately attained, and progress has been made toward others. I think I see here an opportunity to build an ideal college of the character that Central College professes to be, and I covet your co-operation and assistance to that end.

Central College is seventy-five years old. It has an honorable history. Its foundations were laid and its development realized under the guidance of men whose chief business in life was the spread of the knowledge of the gospel of Jesus Christ. They set out to build a Christian institution. Through these years they have labored to that end. We should be faithful to their memory and to the interest of the youth in whose behalf the college was founded and should not depart in any degree from this ideal.

Fortunately for the college and for the youth that has filled its halls from time to time, little or none of the unnecessary conflicts between



McMURRY HALL, CENTRAL COLLEGE

the teachings of Christianity and of sound progressive scientific thought has found a place in Central College. This is due to the fact, doubtless, that men of sound scholarship, good judgment, and tolerance, for the most part, had the interests of the college in hand. There is no place here for such a controversy now, and, following the example of our predecessors, it is our business to give earnest heed to the avoidance of all such unnecessary and foolish controversies.

No professor has been employed, with my knowledge, who is not a believer in the Christian religion. The test of denominational allegiance has not entered into the selection of our teaching force. Sound, consistent Christian character and a professed belief in the Christian religion have been considered necessary qualifications for a place on our teaching staff.

It is expected, of course, that all the members of the faculty will be regular attendants upon Church services. This is necessary if we are to set the right sort of example before young men and young women who are leaving home for the first time and are forming for themselves habits that will characterize them dur-

ing life. There is no place among us for anyone who feels called upon to apologize for the Church and its services.

Our chapel services are held twice a week, and the period is for thirty minutes. For the most part, they are given over to devotionals or religious exercises. For this we have no apology to make. The students are required to be present, and the members of the faculty are expected to be present. No exception is made to this rule except extreme cases. Students are required to explain their absence or get an excuse. Faculty members should feel under the same obligation.

The college community provides a large part of the congregation at the College Church. It is very important that we identify ourselves with the congregation, unless affiliated with some other congregation in the city, and give our support—moral, financial, and in every other way—to the building up of the services. Much can be done in this direction by calling the attention of students in their classes to things of value which have been found, or may be found, in the services of the Church. Constructive suggestions about the services will be gladly received by the

Christian Education Magazine

pastor, who himself is in finest accord and sincerest sympathy with the work we are trying to do.

Let us keep in mind the fact that religion is a chief concern of the Christian college. The creation and culture of Christian character and Christian mode of living are the things for which Central College exists.

There are many reasons, some major and some minor, why parents and students choose Central College in preference to other schools. There are two reasons to which I desire especially to call your attention:

First: We profess here to give personal guidance to students in matters other than the purely scholastic; such as the right view of life, a comfortable feeling that some one cares about him and is interested in him and concerned with what he as a student is trying to do.

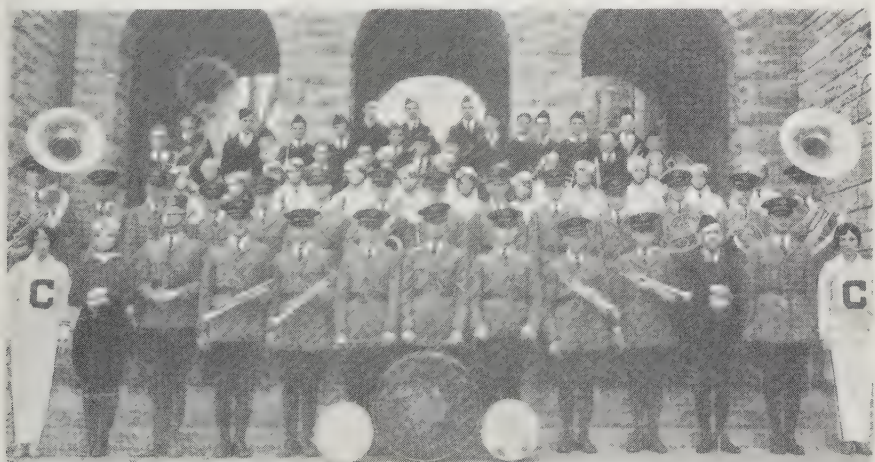
Second: Personal attention, guidance, and direction of students on the part of the faculty in the matter of scholastic work, which will help a student to lay a good foundation for professional work and will assist him in choosing a profession. In the

larger institutions teachers may not have the time to give personal guidance in these matters. With us there is no excuse for failure at this point. There is opportunity for contact, fellowship, and encouragement between the teacher and the student that should be profitable to both.

I will welcome any suggestion that looks to the development of our curriculum, the arrangement of our classes, the presentation of the courses, so as to make it more and more advisable and attractive for students to continue work through the entire college course. A larger number of students can be held here until they are ready for graduate courses.

In other words, it is our business to provide here such courses of study and such character of instruction and such personal guidance as to lose the fewest possible number of men and women who are capable of taking a college education.

I hold that the two, the teacher and the pupil, are about equally responsible for the work done by the latter. An indifferent student can be



THE THREE BANDS OF CENTRAL COLLEGE



CENTRAL COLLEGE GLEE CLUB

aroused by an inspiring teacher who shows an interest in him. An unruly student without the ideals that should characterize college life can be brought to a better view of those things more readily by contact with a thoughtful, wise professor than by the application of the rules of administration. Absence from classes, lack of preparation for the class period, carelessness and inattention to subject under discussion can, for the most part, be remedied by the teaching staff. Our duty has not been discharged when we simply give the lecture and show no further concern for the student's interest in it.

It is my ambition to assemble on the Central College campus a faculty of men and women Christian in faith and practice, sound in scholarship, passionately fond of and interested in young people, able to see the possibilities in the youth that assembles here, and concerned as myself or anybody else that the students who go out from the college may worthily represent it in cleanness of speech, proper ideals, devotion to duty, consistency in living, and thus make the right kind of contribution to society. Neatness in dress should be encouraged by precept and ex-

ample. Conduct upon the campus and upon the streets should be taught by example and word of warning or correction when necessary. The relation of young men and women of the student body should be carefully guarded, and improprieties should be corrected at the proper time and proper place and without hesitation.

And education, to be of value, must produce a citizen that is worth while. It should not be possible for any student to pass through the curriculum of Central College and go out without the foundation of genuine culture. The administration of the college is dependent upon the faculty for the larger part of this work.

You have been chosen as a member of this staff with these ends in view, and without hesitation I commit to you the training of these young men and young women, with the broader and bigger interpretation of your commission than the technical work of the classroom suggests.

To be an example and pattern in a high and noble sense, to be a counselor and a friend in the perplexities that come to students, to be a guide and leader in matters pertaining to your particular department, are things that are to be desired.

Unified Educational Program in Arkansas

BY J. H. REYNOLDS

THE most notable development in the field of higher education in Arkansas during the quadrennium is the reorganization of Methodist col-



J. H. REYNOLDS

leges. In the fall of 1926, when Bishop Boaz took charge of the Arkansas Conferences, the feeling that had been growing for years that Arkansas Methodism was attempting too many schools found expression in a resolution that passed both Annual Conferences asking for the creation of a commission to make a study of Methodist education in Arkansas and to report their findings to the Conferences.

The commission thus created brought forward a plan of junior-

izing the three Methodist colleges of the State and of establishing one central institution at Little Rock. This plan did not prove acceptable, and it was abandoned. At the Conferences in November, 1927, the commission was enlarged to twenty and was continued. This commission recommended the merger of Hendrix and Henderson-Brown Colleges at either Arkadelphia or Conway and the unification of our educational program.

A special session of the Annual Conferences was convened, February 28, 1928, to hear the report of the commission. The main discussion centered around the merger of Hendrix and Henderson-Brown Colleges. Upon the motion of Dr. A. C. Millar that paragraph in the report was amended so as to permit the separation of functions and the maintenance of the two institutions at their respective localities, if in the judgment of the Board it would be wise.

The report thus amended was adopted, and the new Board of Thirty created by this action came into existence. This Board, through its secretary, requested the General Board of Education at Nashville to make a survey of the educational situation in Arkansas and to make recommendations touching the problems before the Board. The executive officers at Nashville sent Dr. B. Warren Brown, of Chicago. He made a survey of Henderson-Brown at Arkadelphia and Hendrix at Conway and of Galloway at Searcy. His study included the resources of the State and of the Methodist people and the probable means of support

Christian Education Magazine

that might be expected for the colleges. He reached the conclusion that the two coeducational colleges, Hendrix and Henderson-Brown should be merged into one college at one place and that Galloway should be continued as a college for women.

When the Board heard the report and recommendations of Dr. Brown, it decided to recommend to the Annual Conferences the specific merger of two coeducational institutions at one place and to ask the Conferences to authorize the Board to consider Little Rock as well as Conway and Arkadelphia as a possible location for the merged college. The Conference adopted the report and authorized the Board to proceed.

The North Arkansas Conference gave a moral mandate that if the colleges should be merged at Little Rock a minimum of two and a half million dollars should be raised. This amount not appearing in sight, and Conway having offered to add a quarter of a million dollars to the resources of Hendrix College at Conway, the Board on the 12th of March, 1929, voted to locate the merged institution at Conway. The Board then took out a charter and named the consolidated institution Hendrix-Henderson College.

In the meantime, the State legislature had voted to establish a teachers' college at Arkadelphia and to use the physical properties of Henderson-Brown College as the nucleus for its buildings.

The Board of Thirty, in their report to the Annual Conferences in the fall of 1929, asked that the Conferences authorize a campaign for a million dollars for Hendrix-Henderson College and for Galloway Woman's College. The problem at the latter institution was endowment in order to meet the requirements of the

North Central Association, and the problem at Hendrix-Henderson included both buildings and endowment.

Hendrix College had a conditional contract with the General Education Board, whereby that Board agreed to pay \$150,000 into the endowment fund if the Board should raise \$300,-



J. M. WILLIAMS
PRESIDENT GALLOWAY COLLEGE

000 for the same purpose. The City of Conway had pledged a quarter of a million for a building fund, the first \$150,000 to be paid when the Board met the conditions of the General Education Board at New York City. The last \$100,000 of the Conway offer was to be paid when the Board added another \$450,000 to the endowment of the institution.

In the fall of 1929, the General Education Board at New York made

Christian Education Magazine

another offer to Hendrix-Henderson College—namely, an appropriation of \$150,000 for a Science Hall against the \$250,000 building fund pledged by the City of Conway. Thus the General Education Board had conditional offers of \$300,000 to Hendrix-Henderson, and the city of Conway had a quarter of a million conditional



H. W. COUCH
CHAIRMAN, BOARD OF TRUSTEES

offer, thus making a total of \$550,000 conditional money.

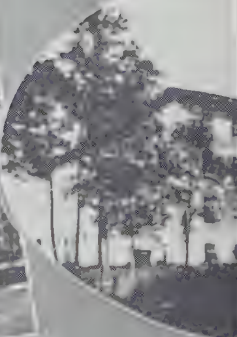
This was the situation when the campaign was entered upon the first of January. The meeting of all the conditions for these three conditional contracts would bring the endowment of Hendrix-Henderson up to \$1,450,000 and would provide a total building fund of \$400,000. The meeting of the conditions of the first or endowment contract with New York would bring the endowment of Hendrix-Henderson up to \$1,000,000,

would provide a building fund from the City of Conway of \$150,000, and this in turn would bring \$90,000 from the second building contract of the General Education Board. At this writing this much is assured.

The campaign promises to yield both colleges substantial money. Galloway Woman's College is an institution of solid worth and has an unusually loyal group of alumnæ. The college is conducting an interesting experiment in woman's education. It has an excellent physical plant. Its buildings and equipments are perhaps better than that of any other college in the State. Its endowment is short, being probably above indebtedness about \$150,000. It is hoped that the campaign will raise the endowment to at least \$500,000. This will put the Woman's College in the North Central Association. The significance of this will be seen when it is remembered that there is no standard woman's college belonging to the Methodist Church west of the Mississippi.

In conclusion, while reorganization and consolidation are attended with acrimonious discussions and conflicting interests, the exacting and costly demands made upon colleges to-day are practically forcing Churches having more colleges than they are supporting adequately to do so or go out of the educational field. In conclusion, it should be said first that the co-operation of the Executive Secretary and expert of our General Board at Nashville has been a decisive force in the happy solution of our problem, and that the wounds growing out of consolidation are rapidly healing.

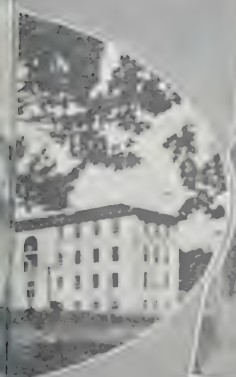
Our Church in Arkansas faces the future with a united educational policy and with two strong colleges destined to wield a powerful influence upon the State.



The Tale of

ESTABLISHED LESS THAN TWO DECADES AGO EMOR

1. Kirby Hall (S. M. U.).
2. Academic procession from McFarlin Auditorium (S. M. U.).
3. Hyer Hall (S. M. U.).
7. Dallas Hall (S. M. U.).



Universities

U. RANK TO-DAY WITH THE BEST IN THE NATION.

4. Asa Griggs Candler Library (Emory).
5. Anatomy and Physiology Buildings (Emory).
6. Lamar School of Law (Emory).
8. Assembly Hall and Cafeteria (Emory).

Educational Legislation

BY H. H. SHERMAN

AT the annual meeting in May, 1928, the Board of Education appointed a committee on General Conference legislation. This committee, having met in December, 1928, reported its findings at the annual meeting in 1929 and was continued for another year. It met again in December, 1929, and then jointly with the Legislative Committee of the Methodist Educational Association at Memphis, February 4, 1930. The conclusions of these deliberations will be reported to the Board at its annual meeting to be held in Dallas, May 2-4, 1930, and will then go as memorials to the General Conference. The more important items are briefly set forth as follows:

I. MINISTERIAL TRAINING

1. In order to secure a more thorough study and mastery of the Conference Courses of Study it is proposed that the several Committees on Examination meet at the beginning of the quadrennium and organize as a joint Committee on Ministerial Training, which, in co-operation with the Annual and General Conference Boards of Education, "shall make provision for a thorough study by the undergraduates of the several courses, keeping in close touch during the year with each undergraduate, furnishing him such counsel and financial aid as may be deemed advisable, and keeping an official record of his preparation and progress."

2. "In the case of English-speaking Conferences, the courses for undergraduates shall be taken in the Correspondence School followed by review and examination at a Pastors' School approved by the General

Conference Board of Education, provided that when an Annual Conference does not have an approved Pastors' School for undergraduates, the work shall be taken in the Correspondence School."

This proposal met with some opposition in the general discussion. Some thought it best to allow half of the year's work to be taken in the Pastors' School and require the other half to be taken in the Correspondence School.

3. That larger provision be made for the maintenance of the Schools of Theology at Atlanta and Dallas and for scholarships, so that many of our young men who go to northern and eastern seminaries, chiefly for financial reasons, may be kept under the care and in the atmosphere of our own schools. This will prevent the loss of many of them to our Church. It is said that fifty per cent of them never return and that about half of those who do return are un-Methodistic in theology and poorly adapted to our itinerancy.

II. IMPORTANCE OF REGULAR ASSESSMENTS

The basic character of the regular assessments and their prior claims over a special, however worthy, was embodied in the proposal that where a Church does not pay the regular assessment in full but has contributed to a special of some Board, the Annual Conference Treasurer in making his division of funds shall use such a part of the amount paid on the special as may be necessary to pay in full the regular assessment of said Church and shall charge said Board with this amount. This met with very prompt and unanimous approval.

Christian Education Magazine

III. FINANCING OUR EDUCATIONAL WORK

Financing our educational work and informing the people called Methodist as to its needs and importance is one of our most difficult tasks. After very thorough discussion it was decided to approve a total of \$1,000,000 for current educational expenses, \$600,000 of which is to be raised by the Annual Conferences for their several schools, \$200,000 for the General Board's work in its various activities, \$100,000 for the schools of theology and theological scholarships, and \$100,000 as an emergency fund to save important institutions that must have help if they survive.

The General Secretary was instructed to present these askings to the Budget Commission with the reasons therefor, and to remind the Commission that, "while other Boards have had steady increases for their growing work, the Board of Education has had very small increase in the last twenty years."

IV. CHURCH COLLEGE MONTH.

It is proposed that the month of May be set apart as *Church College Month* and that *Church College Day* be observed in every congregation with an "appropriate program setting forth the needs of our educational institutions, the opportunities which they offer to our young people, and the question of vocation from the Christian viewpoint." The bishops, presiding elders, and pastors are asked to co-operate in this work by holding Conference, District, and

Charge meetings to promote it. Upon the order of the Annual Conference an offering may be taken for Ministerial Aid, Departments of Religious Education, or other educational work.

A special committee was appointed to confer with the Secretaries of other Boards looking to a joint cultivation period and freewill offering, if this should seem wiser than to have a special *College Month*.

V. MERGING WITH THE SUNDAY SCHOOL AND EPWORTH LEAGUE BOARDS

The proposed plan of combining the work of the Sunday school, Education, and Epworth League Boards was discussed at length. The Legislative Committee decided by vote that it was not ready to give the proposed plan its approval, but expressed a very decided preference for a modification of the plan in which there would be only two departments instead of four—namely, educational institutions (or schools and colleges) and Sunday schools, the editorial work to be directed by a committee composed of representatives of these two departments and working as usual with the Book Committee.

The Committee went on record for the third time in favor of retaining the words "Sunday school" instead of "Church School" throughout the plan. The time-honored name of "Sunday school" is too dearly enshrined in our Methodist thinking and literature to be displaced by another rather new name, which is a misnomer and misleading.

"THE Church must not permit the college from which she draws her ministry to drift into inferiority. The Christian aim and character of these colleges must be preserved. To this end denominational colleges must be more generously supported."—*John R. Mott*.



THE PRESENT COLLEGE YEAR HAS SEEN FOUR NEW PRESIDENTS ASSUME THE DUTIES OF OFFICE.

George West Dichl, President Morris Harvey College. Dr. Dichl for the past five years was President of the Concord State College, Concord, W. Va.

S. C. Olliff of Andrew College, Cuthbert, Ga. President Olliff was Presiding Elder of the Valdosta District, South Georgia Conference, when he accepted the presidency of the college.

C. C. Alexander of Louisburg College, Louisburg, N. C. Before coming to his present position President Alexander was for five years head of the Department of Bible and Religious Education in Birmingham-Southern College.

C. M. Dannelly, President Kentucky Wesleyan College. President Dannelly for several years previous to his election was a leader in Sunday school activities of the Church, coming directly to the present position from Yale University, where he completed his work for the Ph.D. degree.

The Real Values of a College Education

BY W. P. FEW

THE real values of college are not those you think of first when you dream of going, and often they are not those of which your parents and friends think for you. It is not one



W. P. FEW

of the real values of college to teach you to earn the most money in the shortest time. The school of experience can teach you that in its own way if you wish to learn and have the power. It is not one of the real values of college to teach you

a soft way to make your living. Soft living and soft jobs are not values to be sought by those for whom the college has a place. The college is not, in the popular sense of the term, or in any other narrow sense, a vocational school. It is easy for the business school, or other vocational school, to advertise a job at so much pay for its every graduate. It can with a large measure of definiteness and truth show the money value or the "easy-job" value of what it has to sell. The true college can do nothing of the kind. The values of college are like all the other great values men talk about when they consider the task of "making a life" instead of merely "making a living"; they are realized only by those who are willing to take them on faith until they can have in their own lives the experience that rewards the faith.

The one real value of college, comprehending all others, is that it *helps you to enlarge your life and make it better, fuller, more understanding*. This one comprehensive value of college

includes three others: The value of knowing something of the living past and our indebtedness to it; the value of knowing something of the larger present and our part in it; and the value of envisioning the opportunities of the future and our responsibility to them.

The value of knowing something, of the living past is the value so many boys and girls miss in their college life to-day, partly because they lack eyes to see, and partly because older people who are themselves blind fail to point out what the past means to us of to-day.

Every true history teacher, every true teacher of English literature, every true Bible teacher, should lead his students to feel that the past is a large part of us all. Julius Cæsar and King David and St. Paul are not mere names; they are living people; they are living in us and are a part of us; if they had not lived, we would not be ourselves as we are to-day. One of the finest passages in all Scripture is found in the book of Hebrews where the sacred writer, after summarizing the works of all the great Bible heroes of faith, concludes with the declaration: "That they without us should not be made perfect." We are needed, then, to carry on and perfect the work of those who have gone before. If the college but gives you this realization, if it but points out this indebtedness you owe those gone before, it is worth four years of your time.

But the knowledge of the past means more than this: it is the best prescription against the false doctrine broadcast to the boys and girls of to-day that this is a new age in which we are living, different from any age that has gone before, with new rules of conduct. Every age is a new age in a very narrow sense; but every age

Christian Education Magazine

is in a very full sense merely an extension of all the ages that have gone before; and the fundamental rules of conduct never change. Honesty remains honesty and stealing remains stealing and virtue remains virtue through the ages. The coming of the automobile and the aeroplane and the radiophone have changed nothing in the things that count in human character. If you come to college, you should come expecting as one very real value to understand this unchanging character of truth and righteousness and evil in what I have called the *living* past. You should learn with a sense of obligation to fight for the truth and righteousness that were making possible for you hundreds of years before you were born the very opportunities you now have.

The second real value of college I have mentioned is more familiar to you. There is a present of which you are a part. You were born a citizen of the United States and a member of a Christian society. You are a part of our country and of our larger religious community, even though you may be disloyal and unfaithful. And you are rapidly becoming a potentially valuable member of our industrial and economic society; in other words, you will soon be trying to earn your own living. The public school has for years been trying to train you to become useful members of society in all these ways I have suggested, although it has probably not found a way to stress your obligation to religion in as large a degree as a good citizen should feel it. Perhaps, too, the public school has made the mistake of neglecting the past and trying to build the present out of nothing. But it has made an honest effort to teach you something of this present of which you are unescapably a part. The

college will strive to round out and emphasize what the public school has begun.

The third great value of college is the vision it should give you of the future and your responsibility to realize the opportunities you see in it. Men still "fight with shadows and . . . fall" when they should be fighting with opened eyes the real foes of righteousness. Too many boys and girls leave college without a firm determination to see that right prevails, and prevails through their help. Too many are content to let others lead. Too many accept the lazy fatalist doctrine of Gamaliel that "if this thing be good" it will triumph, instead of giving their lives with St. Paul to make it triumph. For them, I am sorry to say, college has failed to realize its high value. They came to spy out the promised land and found only giants there. It is only for the Joshuas and Calebs who come to college with faith to learn how to use the powers they have and with courage to go back and lead with all the enlightened strength God has given them that college has its real values. Of young people like these the colleges can never have too many.

Think carefully. If you believe you have the faith to realize the values I have suggested, go to college at whatever sacrifice. If on the other hand these values mean nothing to you, do not by coming waste your time nor the time of those who are college teachers. There are places, and worth-while places, for you; but they are out of college, not in it.

(This article is available in leaflet form from the Epworth League Board of the Methodist Episcopal Church, South.)

Meeting of Educational Association

BY MRS. MAUD TURPIN

THE eleventh annual meeting of the Educational Association of the Methodist Episcopal Church, South, concluded with the election

ary 6, of a two-day annual meeting of educators and patrons of education, during which Methodism's educational assets and needs were reviewed and plans outlined for future growth and development.

Why the Church-controlled educational system; what distinctive service does the Church school render not provided in State institutions of learning; what should the Church expect of her schools and colleges, and what may the Church schools and colleges reasonably expect of the Church which founded them; what contribution can the Church make to general education; are Methodist schools making a definite



J. N. HILLMAN
PRESIDENT

of Dr. J. N. Hillman, president of Emory and Henry College, at Emory, Va., as president.

Dr. C. M. Dannelly, president of Kentucky Wesleyan College, at Winchester, Ky., was elected vice president, and W. E. Hogan, of the general board staff at Nashville, was re-elected secretary-treasurer.

E. M. Stanton, president of Lon Morris College, Jacksonville, Tex., was elected a member of the executive committee to succeed the Rev. E. R. Naylor, of Russellville, Ky., whose term expired.

Election of officers for 1930 came at the final session Thursday, Febru-



C. M. DANNELLY
VICE PRESIDENT

contribution to the spiritual life of their student body; co-operative movements between Church institu-

Christian Education Magazine

tions of learning and tax supported institutions; need for better financing; and the importance of the junior college as an educational unit were some of the questions brought out



W. E. HOGAN
SECRETARY-TREASURER

by program speakers and in informal discussion from the floor.

Recommendations to be submitted to the General Conference estimated that an annual income of one million dollars will be needed for educational work during the ensuing quadrennium. This amount should be forthcoming on a steady, dependable basis, and may be raised either by assessments on the Annual Conference, by a campaign of cultivation jointly with other boards followed by a freewill offering, or by a separate, church-wide canvass.

A closer study of the plan of the General Conference Educational Com-

mission for unifying the Church's educational work was recommended by the findings committee.

In addition to the president's message by Dr. Harvey W. Cox, retiring president, the program brought to the floor Dr. Frank W. Padelford, of the Northern Baptist Board of Education; Bishop John M. Moore, of Dallas, Tex.; Dean W. B. Stubbs, of Emory Junior College; E. M. Stanton, president of Lon Morris College; Dr. R. H. Ruff, of the General Board Staff; President J. M. Reedy, of Hiwassee College, Madisonville, Tenn.; J. W. Sharp, registrar, Young Harris College, and Dr. J. M. Culbreth, of the General Board Staff.

Discussion leaders were Dr. J. H. Reynolds, president of Hendrix-Henderson College, Conway, Ark.; Dr. D. M. Key, president Millsaps College, Jackson, Miss.; Dr. G. F. Winfield, president of Whitworth College, Brookhaven, Miss.; Dr. W. P. Few, president of Duke University, Durham, N. C., and Dr. R. E. Blackwell, president of Randolph-Macon College for Men, Ashland, Va.

Devotional addresses were made by the Rev. Paul Quillian, of Little Rock, and the Rev. Claude O'Rear, of Birmingham.

Approximately two hundred persons attended the annual meeting. The group included members of the General Board Staff, presidents and faculty members of the seventy-one Methodist schools and colleges; chairmen of Conference boards of education; professor of religious education; program speakers, and others interested in education.

"EDUCATION has always yielded its best fruits when associated with religion."—*Woodrow Wilson.*

Emory Junior College Program

BY RAYMOND B. NIXON

ABOLITION of academic book-keeping and substitution of a real zeal for knowledge as a motivating factor in college education is a prime aim of the radical changes which are being made in the curriculum of Emory's College of Arts and Sciences," explains Dr. Goodrich C. White, dean of the college at Emory University.

The sweeping changes in the organization and requirements of the college, which became effective with the freshman class entering in 1928, are expected to place Emory among the most progressive universities of the country.

Division of the college into junior and senior colleges, which will operate semi-independently of each other, is one of the fundamental changes. The first two years of a student's education under the new plan will be devoted to a distributed program, in which he will receive as broad a background as possible over a wide and varied number of subjects. In the last two years the student will be expected to specialize in some particular line and to do the major part of his work in this chosen field.

Hitherto many students have done their specializing during the earlier years of college and have found themselves compelled, in the latter years, to take up numerous unrelated subjects in order to fulfill university requirements. Under the new system, the student begins specialization after he has become old enough to really know what he likes best.

To further the junior-senior college program, two additional junior colleges have been established at Valdosta, in South Georgia, and at Oxford, the former site of Emory College. These two schools will act as "feeders" to the Senior College in Atlanta. Freshmen may enter Emory

at either the Valdosta or the Oxford school, or at the main college in Atlanta. University officials emphasize the fact that junior college work will continue at the Atlanta campus and that the two smaller junior colleges will merely augment and not take the place of the Emory Junior College in Atlanta.

Courses of study at all three schools are identical, in so far as demands justify, and are on the same high scholastic plane that has always characterized Emory. For those who prefer taking the first two years of college work closer home, in a smaller community or at somewhat lower expense, and for those who are unable to take more than two years of college work, the junior colleges are particularly advantageous.

In order for an Emory sophomore to enter the Senior College he must satisfy all the requirements and receive a certificate of graduation from the Junior College. During those first two years the courses are largely prescribed. The student must take a course in English composition to learn to write reasonably correct English; he must carry at least one foreign language to the point where he has a reading knowledge of it; he must study, to some degree at least, two sciences, mathematics, English literature, economics, general European history, and Bible, as well as two courses in government, psychology, or sociology. Fifteen of the eighteen courses he takes during the first two years are prescribed.

Each senior college student's curriculum will be planned for him individually. The student will be under the direct supervision of the department in which he is specializing.

At the close of the senior year the

candidate for a degree will be given a general, comprehensive examination in his field of specialization, which will take in not only the subjects in that department, but also any other material the department in which he is working considers necessary to a thorough understanding of of the field.

A requirement of two years' residence at Emory previous to graduation is an innovation in the Senior College. Students from other schools who have requirements similar to those of Emory may enter at the beginning of their junior year, but not later.

Beginning in 1932, the Bachelor of Arts degree will be the only one given to all graduates of the regular four-year course in the College of Arts and Sciences. The B.Ph. and B.S. degrees, hitherto com-

monly given, will hereafter be awarded students spending the last year of their college career in one of the professional schools—law, theology, or medicine. The B.S. will also be conferred upon students specializing in engineering.

Another radical departure in the university curriculum is the abolishment of the requirement for two years of Latin or Greek for the B.A. degree. These two subjects are to be strictly elective so far as degrees in the college are concerned.

Starting this fall, class attendance in the Senior College will no longer be compulsory. Absences are no longer to be officially recorded. This ruling, however, will be rescinded if students take advantage of it to such an extent that the number of absences increases to a marked extent.

Financial Support of Colleges

HALF a billion dollars found its way to the college tills in 1927-28 to be expended on higher education. This represents the income and receipts, excluding additions to endowment, of all colleges and universities in the United States—1,071 institutions reporting. One-fourth of this amount came from tuitions and educational fees paid by 919,381 students; twenty-three per cent was appropriated by State and city governments; twelve per cent, over \$66,000,000, was given through private benefactions; twelve per cent was income from endowments; ten per cent was gross income from board and room charges; and twelve per cent was obtained from miscellaneous sources. The United States government contributed over \$17,000,000,

or three and four-tenths per cent of the total funds. In addition, \$50,144,917 was added to permanent endowment funds through private gifts.

Fifty-nine per cent of the total receipts went to 848 institutions under private control—\$290,775,330. One-third of this amount—\$98,691,369—was collected in tuition and fees from 571,844 students enrolled. In addition, twenty-one per cent was received from private gifts; eighteen per cent from income on endowments; thirteen per cent from board and room charges; and eleven per cent from miscellaneous sources. The State, city, and Federal governments contributed only one and seven-tenths per cent, or \$4,867,328, to the revenue of these institutions.

Korean Rural Leader

ONE of the foreign students graduated last June from Southern Methodist University is P. H. Yu, a Korean who has just sailed



PAIK HI YU

to bear the message of Christ to his native land.

Mr. Yu received his preparatory training in the Methodist mission school in Songdo and in the Union Methodist Theological Seminary in Seoul, Korea. He was born in a country village and still cherishes a pas-

sionate love for the country people and the country church, which, coupled with his knowledge of the economic, social and religious problems confronting the mass of Korean people, is expected to make him a very valuable worker for the Church. Seventy-three per cent of the Korean Church members and eighty-four per cent of the Korean people are farmers.

Mr. Yu made an outstanding record in the School of Theology at S. M. U. Before returning to Korea, he visited Denmark to investigate rural conditions in that country, where a solution has been found to some of the problems with which Korea's farmers are confronted.

"If our nation is ever to deserve the appellation *Christian*, if fine idealism, courageous self-sacrifice, and worthy living are to be perpetuated, if search for truth is to continue in such a manner that its results are to be consecrated to human welfare, it will be largely because our educational institutions are Christian in fact. It is to institutions which can frankly call themselves Christian that we ought to look chiefly for our spiritual vision and our leadership."—*Kenneth Scott Latourette, Professor of Missions, Yale University.*

COVER PAGE

THE cover page of this issue of the CHRISTIAN EDUCATION MAGAZINE carries a picture of Mrs. Sun Yat Sen, the wife of the first president of China. Mrs. Sun Yat Sen graduated from Wesleyan in 1913. Her younger sisters also attended the same institution, and one of them is the wife of the present president of China. Thus Wesleyan points with justifiable pride to the contribution which she has made to China.



VASHTI SCHOOL

Vashti School is one of Methodism's most interesting projects. It is located in Thomasville, Ga. Vashti is a school for dependent girls between the ages of ten and sixteen years. It is not a place for delinquent or incorrigible girls, but girls of good character whose family relations have been broken. The school is open all the year round and serves as a home as well as a school.

1. Centenary Building, girls dormitory.
2. The graduating class of 1929.
3. Educational building.
4. A few of the herd of milch cows owned by the institution.

Educational Projects



BREVARD INSTITUTE

Brevard Institute of Brevard, N. C., is another institution doing a unique work. For thirty-five years this institution has been educating boys and girls who otherwise would have been denied the advantages of a high school training. Additional training is given in all commercial branches, music, home economics, manual training, and vocational agriculture.

1. The girls gym class.
2. Glee Club.
3. Life Service Group.
4. The winning football team.

New Student Work

IN Virginia, North Carolina, South Carolina, Tennessee, Kentucky, Louisiana, and Texas, new work with students has been opened since the beginning of the school year.

Taking the most recent enterprise first, at Harrisonburg, Va., where a State Teachers' College is located, Miss Mary Hemphill, began February 1, work with students in connection with our Church in Harrisonburg. The pastor is Rev. G. G. Martin.

Miss Hemphill is a Texas girl. She reached Harrisonburg by way of Southern Methodist University, Vanderbilt School of Religion, Scarritt College, and Yale University. Her preparation and the alert and intelligent interest of the pastor may be depended upon for the development of a worth-while student program.

Greensboro, N. C., is the scene of an aggressive student movement among students of North Carolina State College, by our College Place Church, which stands across the street from the campus. The director is Miss Idalene Gullede, a graduate of Duke University, with several years of experience as Director of Young People's Activities in the Church at Lexington, N. C. The pastor, to whose farsighted planning the new movement is indebted, is Rev. Albea Godbold. Already impressive momentum is evident.

The University of South Carolina is another rich field in which special work has been undertaken. Our Washington Street Church, Rev. C. C. Herbert, pastor, is the center of activities, and Rev. J. M. Rast is the director. Mr. Rast comes to his task with graduate preparation and several years' experience in the classroom, a part of which was gained

at Wofford College. He is especially fortunate in having a new and handsomely furnished educational building in which to carry on his work. In February the South Carolina Methodist Student Conference met in this building.

Middle Tennessee State College is located at Murfreesboro, only thirty miles from Nashville. Rev. John Baggett is the pastor of the Church, and Miss Mary Lou Cate is the director of the student program which was inaugurated last September. Miss Cate is a graduate of Wesleyan College, Macon, Ga., and has taught several years, during which she has closely identified herself with Church work. The movement here, now in its infancy, anticipates the building of a new church near the Campus of State College, where the student interests will, in the future, be centered.

In a single instance the General Board is experimenting this year with a special student program in a Junior College. At Columbia, Ky., the home of Lindsay-Wilson Junior College, an appropriation has been made to supplement the salary of the pastor of the town Church, who also teaches religion in the College. It is thus intended to develop a unified religious interest based upon a lively fellowship on the one hand and sound instruction on the other. The man who has been honored with leadership in this experiment is Rev. R. H. Wade. The results achieved may have a bearing upon the future of the denominational Junior College.

Natchitoches, La., urged upon the Board a claim that could not be denied. Pastor, presiding elder, president of the Woman's Missionary Society, a faculty member or two,

Christian Education Magazine

lifted loud voices in behalf of the four or five hundred Methodist girls in the State College there. Miss Vernal Webster, a graduate of the College, and highly gifted in qualities that appeal to students, was available and eager to be employed. How could the Board resist? Miss Webster began her work in September. Reports of her management are entirely encouraging. It is believed that the good work will spread to include LaFayette and Ruston and, who knows, possibly New Orleans.

Alpine, Tex., is within the bounds of the New Mexico Annual Conference. The presence of a new pastor in the charge was the signal for persistent agitation in the interest of a definite religious program for the students of Sull Ross College. With the Co-operation of the Administration, our pastor, Dr. W. R. McPherson, has introduced courses in religion for credit, and is making gratifying progress with the undertaking. By another year this movement will doubtless become a permanent part of the program of the Church in State-supported institutions.

In these seven new enterprises among students the General Board is spending this year \$4,500. An equal, even a greater, amount is contributed by Annual Conference Boards and local Churches. Not a cent less than \$10,000 is being put into new student work this year. This is as much as the total which the General Board had to invest five years ago.

Besides opening these six entirely new stations, the General Board has seen the work in several established stations enlarged to include religious instruction for credit. This is the case at Clemson College, S. C., A. and M. College, Texas, and is contemplated at M. S. C. W. at Columbus, Miss.

Another year larger expansion will have to be provided for.

For unavoidable reasons, Volume IX, Number 4, of the CHRISTIAN EDUCATION MAGAZINE was not issued in December, 1929.



FITZGERALD HALL, GREENSBORO COLLEGE

Oldest Chartered Woman's College

Catherine Brewer, who afterwards became the mother of Admiral William S. Benson of the United States Navy, was the first graduate of

Wesleyan to-day is one of the best equipped colleges for women in America. Only recently a new campus consisting of one hundred and



MRS. CATHERINE BENSON

Wesleyan College, the oldest chartered college for women in the world.

Mrs. Benson was graduated in 1840. Her diploma, signed by bishop George F. Pierce, is a treasured possession of Wesleyan College.

Recently, as the culmination of the greater Wesleyan College movement, Admiral Benson presented to the college a copy of Raphael's "Madonna of the Chair," in memory of his mother.

Mrs. Benson, who entered the college in 1836 as Catherine Brewer, became the first of a long line of more than three thousand graduates, many of whom have attained notable distinction and reflected credit upon their *Alma Mater*.



DR. W. F. QUILLIAN

forty acres of land was purchased, costing approximately \$400,000. The new plant, modern in every respect, was erected at a cost of \$2,000,000. The college has a capacity enrollment of four hundred students, and is a member of the Association of Colleges of the Southern States, the American Association of Colleges, and was recently admitted to membership in the Association of American Universities. The Greater Wesleyan Movement has been carried on under the leadership of President W. F. Quillian.

"I AM convinced that the best work is done in the small denominational college. Sometime back it began to appear that the small college was doomed, but at the present time educators all over the country are seeing very clearly that the small denominational college does for the individual student and for the Church which it serves a work that cannot be done elsewhere."—*Bishop Edwin D. Mouzon*.

CAMPUS NEWS

A MILLION FOR EDUCATION

A million dollars for Arkansas girls and boys is on the program of the Methodist Episcopal Church, South, in that State. A campaign for a million-dollar fund was launched recently, the money to be divided equally between the two Methodist institutions of higher learning in Arkansas—namely, Galloway College for girls at Searcy and Hendrix-Henderson College at Conway.

BISHOP DU BOSE

Bishop H. M. Du Bose, of Nashville, Tenn., has accepted the invitation of Greensboro College, Greensboro, N. C., to deliver the baccalaureate sermon, Sunday morning, May 25, in the West Market Street Methodist Church. Bishop Du Bose will deliver the Y. M. C. A. anniversary sermon, Sunday night of the same date, in the Odell Memorial Auditorium.

FOR RURAL TEACHERS

Beginning April 21, a special six-weeks session will be opened at Morris Harvey College, Barboursville, W. Va., for the benefit of rural teachers whose schools have closed. Dr. David Kirby, Professor of Education, will be in charge. The special semester will also be open to college students who wish to complete six semester hours by the June commencement.

SUMMER SCHOOL AT CENTRAL

With a nine-weeks' session replacing the usual ten weeks' warm

weather schedule of previous years, the tenth annual Central College summer school will open at Fayette, Mo., June 9, Bishop W. F. McMurry, president of Central, has announced. Graduation exercises will be held Saturday, August 9, for candidates who complete requirements for degrees during the summer term.

ALUMNI TUNE IN

Emory and Henry College, at Emory, Va., has given the radio a new job, for station WEHC has taken upon itself the task of keeping alumni in up-to-the-minute contact with undergraduates and college activities through the medium of its 100-watt station.

That friends and former students, as well as the general public are interested in the college, and in the programs on the air, is evident by the big load of radio fan mail which has been arriving on the campus. President Hillman reports that of more than fifteen hundred letters received in approximately ten days the majority were from New England and Middle Atlantic States, although many came from beyond the Rocky Mountains, from the Pacific Coast, Texas, and Canada.

Station WEHC goes on the air daily at 7:45 A.M., except Sunday, when 11 o'clock services open the daily broadcast. The station operates on a frequency of 1370 kilocycles.

DUKE HOSPITAL LIBRARY

One of the rapidly growing units of Duke University at Durham,

Christian Education Magazine

N. C., is the hospital library. By July 1 it will contain twenty-thousand volumes, one of the largest collections of its kind in the South. At present the languages found in the library include the German, French, Chinese, Arabic, Italian, and Scandinavian. A periodical subscription list of four hundred medical journals includes more than one hundred in the German language. The library is in connection with the new School of Medicine, which will open its doors in October. It will also be accessible to the big staff of the four-hundred-bed hospital to be opened July 1. Quarters of the library take up a large department on the first, basement, and sub-basement floors of the new medical school building.

MORRIS HARVEY IS AIR-MINDED

Charles A. Lindbergh was voted the most influential man of the decade by Freshman English students at Morris Harvey College, Barboursville, W. Va. Running Lindbergh a close second was Thomas A. Edison, with twenty votes out of twenty-five. Henry Ford with fourteen choices, and Woodrow Wilson with nine, made up a group of four.

The class had been asked to write on the topic "The Four Men who Have Most Influenced America During this Decade." President Hoover was a runner-up, as he received seven choices; Premier Ramsey MacDonald and Lee DeForest were taken by three students, and Marconi, Luther Burbank, Dwight W. Morrow, Carl Sandburg, Owen D. Young, John Dewey, Edward Bok, William C. Durant, Thomas W. Lamont, Robert A. Millikan, Gen. John J. Pershing, Knute Rockne, Calvin Coolidge, and Charles Evans Hughes received one mention each in the essays.

EDUCATIONAL CLINIC

The recently organized educational clinic at Emory University, Atlanta, Ga., for the purpose of studying and correcting maladjustments in school children is believed to be the first of the kind in the South.

Emory University professors in medicine, psychology, sociology, and education compose the clinic staff. About fifty or sixty cases a year will be studied. Maladjustments to be studied include such things as speech defects, special disabilities as in reading or spelling, immoral or unsocial habits and attitudes, and marked emotional stresses. It will study children who show marked departure from normal behavior and make a scientific study of causes and remedies for maladjustments.

ENDOWMENT FOR LANDER

With the completion of a half-million-dollar endowment fund, Lander College, Greenwood, S. C., now has a total of \$628,000 endowment, according to President R. H. Bennett. Cash and pledges in the sum of \$553,000 and \$75,000 in legacies and wills have been raised, bringing the total assets of the institution to more than a million dollars.

FAITH AND A SHOE STRING

Lambuth College, Jackson, Tenn., is the institution of higher education which was said to be founded on faith and a shoe string. That the institution has amply justified the faith of its founders and the shoe string has grown to be a respectable financial backing is indicated by the fact that the Memphis Conference, which owns and controls the College, at its recent session made the institution its major concern and assessed the Conference approximately

Christian Education Magazine

twenty-five thousand dollars for its support during the ensuing year, and in addition appointed President R. E. Womack field agent to raise four hundred thousand dollars for its development.

LAUNCHES FIRST CAMPAIGN

With a half million dollars as its goal, Blackstone College for Girls at Blackstone, Va., has launched its first general campaign for funds since the school's founding thirty-five years ago.

President W. B. Gates says the five hundred thousand dollars sought is designed to do three things—namely: it will liquidate the remaining debt for new buildings erected eight years ago after fire demolished campus structures; it will provide further needed equipment; and it will increase the endowment to insure permanency.

Bernard S. Via, member of the Virginia Conference, has been appointed director of the campaign and has opened headquarters in the college building.

SWEETS VERSUS SMOKES

They are "reaching for sweets" at Southern Methodist University, Dallas, Tex. For according to a recent survey of student spending, S. M. U. men spend nearly two and a half times as much a year for sweets as for tobacco, or a total of \$71,305.92 against \$29,710.80.

Of the money spent on sweets, \$58,572.72 goes up through a straw at the soda fountain, while the remaining \$12,733.20 buys a year's supply of candy. This means an annual average of \$60.48 per student for cold drinks and candy.

The \$29,710.80 that goes up in campus smoke means an expenditure of \$25.20 a student for the school

year, or only ten cents a day per student.

FEWER FRESHMAN FLUNK

A new low record for student failures at Southwestern University, Georgetown, Tex., was struck at the close of the term just past, when only eight flunks, two of them freshmen, were red-inked into administrative books. This mercurial rise in scholarship is regarded by college officials as due to the recently installed policy of restricting enrollment by selection of freshman students on a basis of preparation, character, and promise of leadership.

PROMOTE BIBLE STUDY

The Southwestern Society of Biblical Study, an organization to promote accurate study of the Bible from the standpoint of interpretation and to popularize recent discoveries in Biblical research, was formed recently at Dallas, Tex., when teachers of Bible in colleges and universities of the Southwest met at Southern Methodist University. States represented in the organization include Texas, Oklahoma, Louisiana, New Mexico, and Arkansas.

Dr. C. M. Bishop, professor of New Testament in Southern Methodist School of Theology, was elected president. Other officers are Dr. John C. Granbury, Texas Technological College, vice president; Dr. H. E. Dana, Southwestern Baptist Theological Seminary, secretary and treasurer, and Dr. H. L. Pickerel, of Texas Christian University, corresponding secretary. Members of the council are Dr. M. E. Davis, of Howard Payne College; Dr. J. B. Tidwell, of Baylor University, and Professor A. R. Holton, of Oklahoma University.

Newsy Odds and Ends

MINISTERS of the Missouri, St. Louis, and Southwest Missouri Conferences contributed to a fund to build three concrete tennis courts at Central College, Fayette, Mo., and have thereby added a large following of tennis fans to the other athletic sports in which Central excels. The Woman's Athletic Association numbers more than one hundred members, whose chief aim is to win the association letter, the official "C," given for participation in various seasonal sports, gymnastics, and hiking.

* * *

Andrew College at Cuthbert, Ga., during its seventy-four years of history, has graduated over 1,000 students, while nearly three times that number have been enrolled as students. The school was named for Bishop James Osgood Andrew, of the Methodist Episcopal Church. The original building was a four-story structure with an old-fashioned stack chimney in the center. During the Civil War the school was used as a hospital.

* * *

Bishop W. F. McDowell, of Washington, D. C., outstanding leader of the Methodist Episcopal Church, has accepted an invitation from President W. P. Few to preach at Duke University's monthly vesper services, Sunday, March 9.

* * *

The commencement speaker at Central College, Fayette, Mo., will be Dr. Henry S. Pritchett of the Carnegie Foundation, New York, according to the president Bishop, W. F. McMurtry, who has set June 4 as the date for graduating exercises.

* * *

An Englishman, Dr. J. S. Rattenbury, of Southport, and a well-known lecturer, will deliver the baccalaure-

ate sermon May 27 for Birmingham Southern College, in Munger Memorial auditorium. Doctor Rattenbury's visit to the States is occasioned by the quadrennial General Conference in Dallas, Tex., to which he will be a fraternal delegate.

* * *

Fondren Lectures at Southern Methodist University will be delivered this year April 6-11, by Dr. Paul B. Kern, pastor of the Travis Park Methodist Church at San Antonio, Tex. Doctor Kern, who was formerly dean of the S. M. U. School of Theology, will have some phase of Christian Missions as his theme, by the stipulation of the founders of the lectureship, Mr. and Mrs. W. W. Fondren, of Houston, Tex.

* * *

Randolph-Macon Woman's College at Lynchburg, Va., has achieved a wide reputation as a patron of the fine arts and has acquired a valuable art collection, including George Bellows' great masterpiece, "Men of the Dock," which is perhaps the best-known and most valuable painting owned by any Southern college. The college spends in pictures each year a portion of the Fine Arts Fund and has also the interest on a considerable fund bequeathed to the college by Miss Louise Smith, a cousin of Dr. W. W. Smith, founder of the college. Income from this endowment is to be spent for pictures to be added to the permanent collection. Homer Saint-Gaudens, of the Fine Arts Department of Carnegie Institute, Pittsburgh, and a son of Augustus Saint-Gaudens, famous American sculptor, was a recent lecturer at the college under the auspices of the Fine Arts Committee of Randolph-Macon Woman's College.

Christian Education Magazine

"One hundred per cent participation in athletics." This slogan of Emory University, where not one football game but six is the rule, received fresh emphasis recently when it was announced that all Freshmen who are not physically disabled will be required to participate regularly in some form of sport next year. In order that the teams may be well coached, fellowships will be awarded for the 1930-31 term and thereafter for as many as six men who are capable of coaching athletics and at the same time would like to take graduate work in the university.

* * *

Under the direction of Dr. Charles A. Ellwood, eminent sociologist and lecturer, a strong department of sociology will be established at Duke University and operated next fall. Dr. Ellwood will take the reins of the new department next September, and under his guidance it is believed the name of Duke will attain new heights in the field of higher education.

* * *

An octogenarian in educational circles is Hiwassee College at Madisonville, Tenn., founded in 1849 on a campus dotted with little log cabins. It has grown to a modern coeducational junior college with well planned dormitories, classrooms, and administration building. Hiwassee recently launched a campaign for \$350,000 endowment and equipment, made necessary by its admission into the Association of Colleges and Secondary Schools of the Southern States. The school is the property of the Holston Conference. J. M. Reedy is president.

* * *

Dr. J. W. Weldon, pastor of the Methodist Temple, Louisville, Ky., has conducted a successful evangel-

istic series at Sue Bennett School, London, Ky. An indication of the success of the revival is the continuation of dormitory prayer group meetings.

* * *

F. S. Brockman, of New York, Assistant General Secretary of the International Y. M. C. A., will speak at the annual missions institute to be conducted at Duke University on March 5, 6 under the joint auspices of the School of Religion and the Board of Missions of the Methodist Episcopal Church, South. Other speakers will come to Durham from Nashville, Tenn., among them Dr. O. E. Goddard, Secretary of Foreign Missions, Dr. E. H. Rawlings, Secretary of Missionary Promotion, Dr. Morris Paty, medical missionary to China, and the Rev. John L. Ferguson, superintendent of industrial missions.

* * *

Miss Anna Makara, of Hungary, and Misses Ada Lee and Ming-Hwe Nyeu, of China, nationals attending Wesleyan College at Macon, Ga., spoke to members of the recent conference on Cause and Cure of War in Washington, D. C. The foreign students were introduced by Miss Virginia Garner, head of Wesleyan's School of Journalism. Miss Garner, a former missionary to Japan, represented that country at the conference.

* * *

Grenada College, Grenada, Miss., graduated twenty-eight young women in 1929. Three of the class married during the summer; three are continuing their studies elsewhere, while twenty are teaching in the public schools of the State. The placement bureau of the college succeeded in securing positions for every young woman who desired to teach.

Christian Education Magazine

A WORLD THOROUGHFARE

Twenty-one June graduates of Scarritt College for Christian Workers will be consecrated to the life and work of missionaries and deaconesses at the annual meeting of the Woman's Missionary Council of the Methodist Episcopal Church, March 13-18.

Scarritt College is an institution unique in the educational world, for it is the only A-grade college which specializes in the training of Christian lay workers. Its campus is literally a world thoroughfare, for in addition to candidates for missionary service and missionaries on furlough doing graduate study the student body includes nationals from practically every mission land.

Of the June class, 11 will go as foreign missionaries to China, Japan, Korea, Africa, Brazil and Cuba, while the ten deaconesses will be assigned to home mission posts in the United States. Scarritt College was founded by the Woman's Missionary Council and presented by that body to the General Conference of 1926 as a connectional institution.

WESLEYAN'S FAMILY TREE

Founded in 1836, Wesleyan College at Macon, Ga., continues to serve its students through successive generations. Five Wesleyan students of to-day can boast that their great grandmothers received degrees from Wesleyan equivalent to those granted by men's colleges in a day when higher education for women was a rare privilege; while fifteen students are granddaughters of Wesleyan *alumnæ* and forty are daughters of *alumnæ*. Wesleyan is probably the only college in the world which has educated daughters of four successive generations. That it will continue its honorable record is indicated by the fact that the insti-

tution was recently admitted to membership in the Association of American Universities, the highest standardizing agency in the educational world.

ALUMNI DIRECTORY

Publication of a new alumni directory by commencement, May 27, an organization of women graduates for closer affiliation with the alumni association are among the spring activities of Birmingham-Southern College, Birmingham, Ala. The new directory will include all graduates from the year 1860 and non-graduates as far as possible. Former students are asked to send to the alumni office of the college information about their present business and home addresses and business or professional connections; also the year they were graduated or the years they attended. Graduates and former students of Birmingham-Southern, Southern University, Birmingham College, and North Alabama Conference College, out of which the present institution has grown, will all be listed in the directory.

"NEXT to gospel preaching, Christian education is the duty and function of the Church. To fail in our obligation to train the youth of our Methodist homes is only short of withholding from them the Word of Life."—*Bishop H. M. Du Bose.*

"THE man who can convince the Christian people of the close connection between the maintenance of Christian colleges and the prosperity and growth of the Church will be a benefactor to the race."—*The late President Dwight, of Yale University.*

Christian Education Magazine

Repetition of a scholastic honor of a decade ago has brought Emory University into prominence again in educational circles. For the naming of George S. Cramt, new Rhodes scholar from Georgia, marks the second time since 1919 that an Emory student has won the honor in competition with outstanding students of other universities and colleges all over the United States. The scholarship carries with it an annual allowance of two thousand dollars for two years while in residence at Oxford University, England. The last Emory man to receive a Rhodes scholarship was W. B. Stubbs, class of '19. Dr. Stubbs is now dean of Emory Junior College at Valdosta, Ga.

"I do not believe you are going to make the right kind of citizens by godless education, and then adding religion afterward. Education and

religion must go hand in hand."—*Dr. Hadley, former President Yale University.*

"RELIGION, instead of being a Department of Education, is an implicit motive thereof. It is the end that presides over the beginning and gives unity to all stages of the process."—*Coe.*

"THE small Christian college is the hope of America. Character is essential to statesmanship, and these colleges are vital factors in the development of sterling character."—*James J. Hill.*

"ALL things we hope for in the future must take root in our educational institutions."
—*Herbert Hoover.*





YOUTH AND EDUCATION

ONE million young men and women are enrolled in the colleges and universities of America. To-day they are students; to-morrow they will be the leaders of the nation.

College training pays big dividends. The untrained man is doomed to mediocrity. Step out from the multitude of the unprepared. The greatest opportunity given to American youth is the opportunity to secure a college education.

The schools and colleges of the Methodist Episcopal Church, South, offer the best that education has to give. Acquaint yourself with the exceptional opportunities which they provide. Scholarly training, combined with the development of character, is the aim of each institution.

BOARD OF EDUCATION
METHODIST EPISCOPAL CHURCH, SOUTH

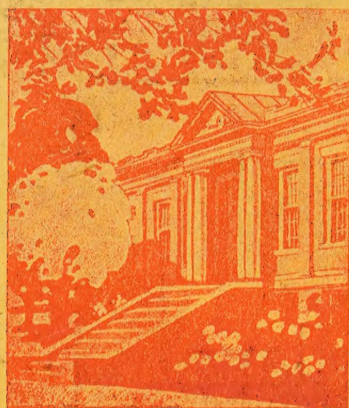
Their Lives Your Dollars

EACH year sees hundreds of our finest young people answering the call to Christian Service. They have committed their lives to the task of making the world Christian. They ask nothing in return. However, they must be trained and equipped. They naturally turn to their Church for assistance.

The Student Loan Fund administered by your Board of Education makes it possible for them to secure college and seminary training. This fund aided nearly 150 students this year.

Yet the Board had to turn away many applicants because funds were limited. The Annuity Bond Plan makes it possible for you to aid these worthy students. At the same time you will also draw an annuity from your investment.

**WRITE THE BOARD OF EDUCATION, METHODIST
EPISCOPAL CHURCH, SOUTH
FOR PARTICULARS ABOUT THIS PLAN**



The PASTOR *and the* CHURCH COLLEGE

THE Church college cannot succeed without your help. It must look to you to inform your people of its opportunities as well as its needs.

Thousands of Methodist boys and girls each year should be directed to our colleges and universities. Our great Church has sufficient resources to meet the pressing financial needs of our educational institutions.

From a small beginning our educational system has grown until to-day it takes rank with the best in the land. The purpose of College Day is to bring these facts to your people. From your pulpit and through your Sunday school and Epworth League you can render the cause of Christian education an inestimable service.

Will you not plan now to observe this day on one Sunday in the month of May? Literature for this occasion will be furnished you without cost.

BOARD OF EDUCATION
METHODIST EPISCOPAL CHURCH, SOUTH